DOCUMENT RESUME

ED 232 431 FL 013 696

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TITLE A Practical Guide to Teaching Preschool Spanish.
PUB DATE [83]
NOTE 20p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Enrichment Activities; *Lesson Plans; Preschool Curriculum; *Preschool Education; *Second Language Instruction; *Spanish

ABSTRACT

A curriculum for preschool Spanish instruction, consisting of a list of objectives, a pupil evaluation system, and 26 lesson plans, is presented. The curriculum is designed as an enrichment component for the preschool classroom and is best suited for four-year-old children who have already mastered the same concepts in English. The lessons utilize preschoolers' imitative capacity while recognizing the limitations of their analytic abilities. The curriculum should consist of five 20-minute sessions per week over a period of 15 weeks. By the end of the course, the pupils should be able to correctly identify a number of colors, family members, body parts, numbers, fruits, animals, verbs, emotions, and expressions. (RW)

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" A PRACTICAL GUIDE TO TEACHING PRESCHOOL SPANISH "

By: Dianne Lynne Newton

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It is hoped that this guide will be of practical value to teachers of preschool Spanish. This curriculum is designed as an enrichment component for the preschool classroom and is best suited for four year old children who have already mastered the presented concepts in English. It utilizes the preschooler's high imitative capacity and recognizes the limitations of his [redacted] analytic abilities. This guide includes a list of program objectives, a system of evaluating the success of the program and twenty-six lesson plans.

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AGE OF CHILDREN: Four years (4)
NUMBER OF CHILDREN: Fifteen (15)
LENGTH OF INSTRUCTIONAL SESSIONS: Twenty (20) minutes
NUMBER OF SESSIONS PER WEEK: Five (5)
NUMBER OF WEEKS IN PROGRAM: Fifteen (15)

OBJECTIVES OF PROGRAM

Children should be able to identify 75% of the following items using the correct Spanish words.

A. Colors

rojo	blanco
azul	negro
verde	naranja
amarillo	gris

B. Numbers

uno	seis
dos	siete
tres	ocho
cuatro	nueve
cinco	diez

C. Fruits

manzana	pasa
pera	fresa
piña	naranja
uva	plátano

D. Family Members

mamá	niño
papá	niña
nene	

E. Parts of the Body

cabeza	pierna
ojo	pie
nariz	brazo
boca	mano
dedos	

F. Expressions

"Buenos Días"
"Adiós"

G. Emotions

feliz
triste

H. Animals

perrito	oso
gatito	pato
vaca	león
cerdo	tigre

I. Verbs

está
come

EVALUATION

At the close of the program the children should be tested over the material to determine if the objectives have been accomplished. The following tests are to be done individually.

MATERIALS NEEDED FOR TESTING:

1. Colored flash cards
2. 10 beans or pennies
3. Real or plastic pieces of fruit
4. Diagram faces used in lesson E-1
5. Stuffed animals or pictured flash cards.
6. Flash cards of family members

HOW TO TEST:

A. Colors --Hold up the colored flash cards one at a time and ask child to identify the color in Spanish.

B. Numbers--Give the child the 10 beans or pennies and ask him to count them out loud in Spanish.

C. Fruits-- Hold up the real or plastic pieces of fruit and ask the child to identify them in Spanish.

D. Parts of the Body--The teacher will point to parts of his/her body and ask the child to identify them in Spanish.

E. Emotions--The teacher will hold up the diagram faces one at a time and ask the child to identify the emotions in Spanish.

F. Family Members--Using the flash cards of the family, the teacher will ask the child to identify the people in Spanish.

G. Recombination--1) Select an animal and emotion correctly identified earlier by the child and then test his use of the verb "esta" as done in lesson R-1.

2) Choose a food and person correctly identified earlier by the child and test for his use of the verb "come" as done in lesson R-2.

FURTHER INSTRUCTIONS:

1. The test should be administered twice on two separate days. Use the highest of the two scores.
2. Record the child's responses on a sheet with all the items listed and check off the ones passed.
3. Count up the number of items passed. In order to achieve the 75% standard, the child needs to pass 40 of the 54 items.
4. The teacher should attempt to be as objective and consistent as possible in the pronounciations she/he considers passing.

LESSON PLANS

The lessons that follow are not designed to be followed rigidly in sequence. The lesson plans are to be mixed around and repeated until the content is well mastered. Some lessons may need to be broken down over two or more sessions depending on the needs of the particular class. It is important for the children to retain a strong interest in spoken Spanish, therefore the lessons should be presented

in a cheerful, game-like spirit and all attempts to speak Spanish should be reinforced.

ANIMALS — Lesson A-1

OBJECTIVE: To introduce the children to the Spanish names of eight animals.

MATERIALS: Flash cards with pictures of animals or preferably stuffed animals. Animals needed:

Perrito/puppy	Oso/bear
Gatito/kitten	Pato/duck
Vaca/ cow	León/lion
Cerdo/pig	Tigre/tiger

PROCEDURE:

1. Have the children review the names of the animals in English by holding them up and having the children call out their names.
2. Next, hold up an animal or flash card and state it's name in Spanish. Have the children repeat as a group and individually several times.
3. Now, pass the animal or card around the group and have each child repeat the name as he is holding it and then pass it on.
4. After going through all of the animals, hold one up and see if the children remember the names.

ANIMALS — Lesson A-2

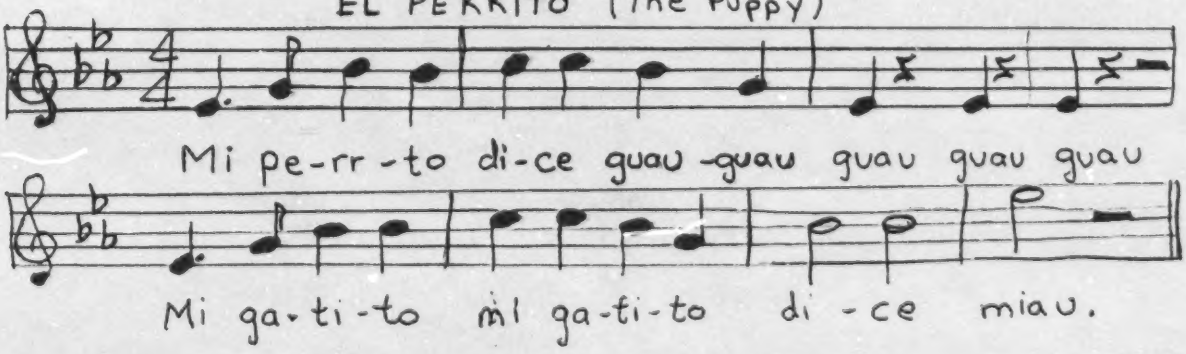
OBJECTIVE: To review the Spanish names for puppy and kitten.

MATERIALS: Piano or tape recorded music to the song "El Perrito".

PROCEDURE:

1. Review the names of "perrito" and "gatito" by holding up the flash cards or stuffed animals and having the children call out their names.
2. Read through the song and explain what the words mean. Have the children repeat the words as a group and individually.
3. Play through the music and sing the words to the song, encouraging the children to join in.

EL PERRITO (The Puppy)



ANIMALS — Lesson A-3

OBJECTIVE: To review the names of eight animals in Spanish. (perrito, gatito, vaca, cerdo, oso, pato, león, tigre)

MATERIALS: Flash cards or stuffed animals of those being learned. (above)

PROCEDURE:

1. Review the Spanish names of the animals by holding up a card or stuffed animal and having the children call out the names. Have all the children repeat each of the names chorally and individual.
2. Next, choose a child to do a pantomime of one of the animals. The other children are to guess which of the animals it is but it must be the Spanish name. The child who correctly identifies the animal in Spanish gets to do the next pantomime.
3. After each pantomime, have the children each imitate the animal and repeat its name in Spanish.

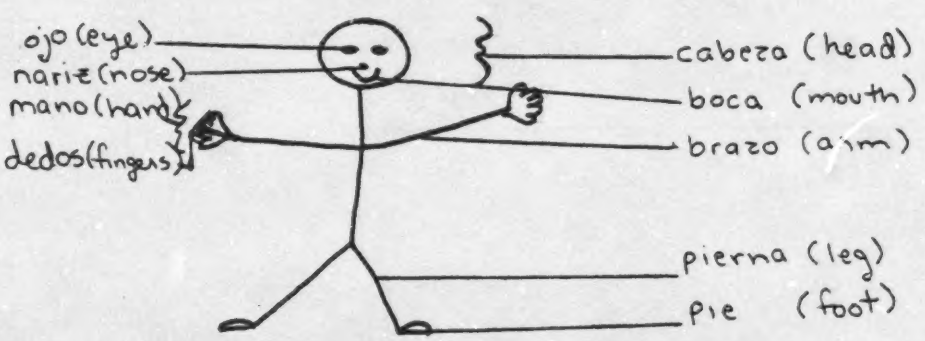
BODY PARTS — Lesson B-1

OBJECTIVE: To introduce the children to the names of some body parts in Spanish.

MATERIALS: Chart of the body to show to parts being learned. Parts included in lesson: cabeza/head, ojos/eyes, nariz/nose, boca/mouth, brazo/arm, mano/hand, dedos/fingers, pierna/leg and pie/foot.

PROCEDURE:

1. Review parts of the body in English using your own body to demonstrate which parts the children are to identify.
2. Now tell the children what the names are for a couple parts in Spanish. Have children point to each part as they are said in Spanish and repeat the Spanish name as a group and individually.
3. When the children are fairly familiar with the Spanish names, choose one child to stand before the group and point to one of the parts learned. Then the children are to try and name the part; the child correctly identifying it gets to have the next turn.



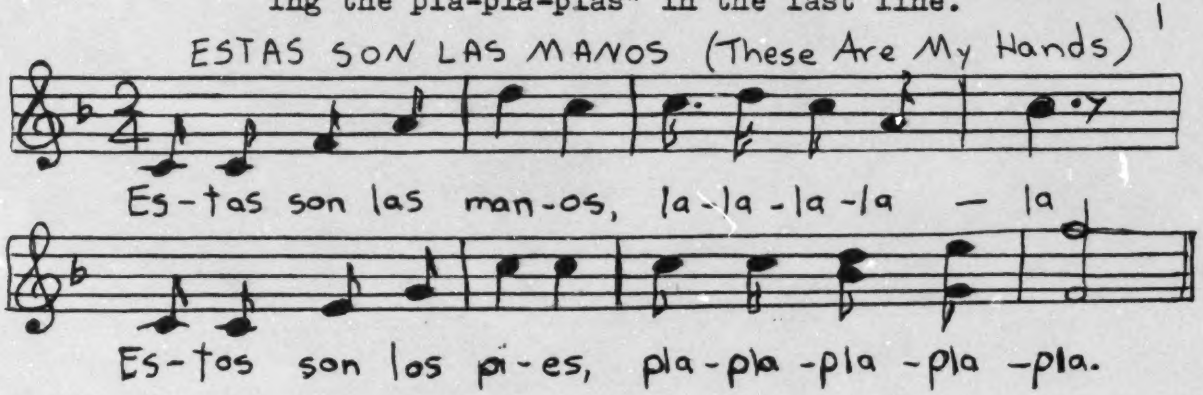
BODY PARTS — Lesson B-2

OBJECTIVE: To review Spanish names for hands(manos) and feet(pies).

MATERIALS: Piano or tape recorded music to song "Estas son las Manos".

PROCEDURE:

1. Review briefly the Spanish names for "hands" and "feet".
2. Read the words to the song "Estas son las Manos" to the children. Explain what the words mean in English.
3. Have the children practice singing the words with the music, one line at a time.
4. Have the children clap their hands during the "la-la-las" in the first line and stamp their feet during the "pla-pla-plas" in the last line.



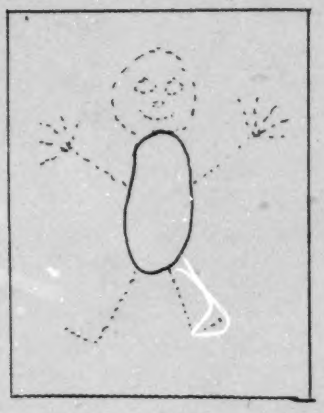
BODY PARTS — Lesson B-3

OBJECTIVE: To review the names of body parts in Spanish.

MATERIALS: Ditto sheet with a body missing its head, arms and legs; crayons for the children to use with the ditto.

PROCEDURE:

1. Review body parts learned in Spanish using your body as the model.
2. Pass out the ditto sheet to the children. Tell them to fill in the parts on the body as you say them in Spanish. Be sure to allow plenty of time for all the children to finish before saying the next part.
3. You could have the children suggest the part to draw next when they have learned them well enough.
4. Collect the children's work to see how well they are doing.



Have children fill in the:

cabeza (head)
ojos (eyes)
nariz (nose)
boca (mouth)
brazo (arm)
mano (hand)
dedos (fingers)
pierna (leg)
pies (feet)

COLORS — Lesson C-1

OBJECTIVE: To introduce children to the Spanish names of eight colors.

MATERIALS: Colored flash cards. Colors needed:

red/rojo	white/blanco
blue/azul	black/negro
green/verde	orange/naranja
yellow/amarillo	gray/gris

PROCEDURE:

1. Review English colors with children.
   "We all know the names of lots of colors don't we? Let's see if we can name all of these."
   Have the children identify the colored cards in English.
2. Introduce Spanish names of colors.
   "Today we are going to learn how Spanish children say these same colors in Spanish."
   Hold up one card at a time and state the name in Spanish. Have the children repeat the colors as a group and individually.
3. Now hold up the cards and see if the children can identify the color in Spanish. If not, state the name again and have them repeat it.

COLORS — Lesson C-2

OBJECTIVE: To review Spanish names of colors.

MATERIALS: Colored flash cards or colored markers, cars etc...
Colors needed: Same as in Lesson C-1.

PROCEDURE:

1. Hold up cards or markers one at a time and have children identify them. Have all children repeat each of the names as a group.
2. After reviewing colors, let the child correctly identifying the color of the object hold it as a reinforcement.
3. Next, have a child choose a number between 1 and 10. Counting out loud as a group have the children pass

the object the chosen number of times to the right. (Count in Spanish when the children are able)

4. Have the children identify the color of the object they now hold and turn the object in as they correctly do so.

COLORS — Lesson C-3

OBJECTIVE: To review Spanish names of colors.

MATERIALS: Colored flash cards used in Lesson C-1, piano or tape recorded music for song "Los Colores".

PROCEDURE:

1. Review colors by having children identify the flash cards in Spanish.
2. Say the words of the song out loud for the children to repeat.

"Los Colores" (Music same as for "The Colors")

Hay colores y colores
Hay colores,colores,colores
(repita)
Ahora vamos a jugar un juego
de colores, de colores
(repita)
Se paren cuando oigan su color,
¡Listos! ¡Listos!
(repita)

3. Translate the song to English for the children.
4. Sing through the song for the class (one verse at a time) and encourage their participation.
5. When children can sing the whole song easily, divide the children into 8 parts and assign each group a color.
6. Give the flash card corresponding with the group's color to one of the children in the group to help them remember their color.
7. Now have the children sing through the song. They will be standing and clapping in beat with the song and when they get to the last verse the teacher will call out one of the colors. That color's group is then to sit down. Rpeat until all are seated.

VARIATION: The teacher could hold up one of the flash cards and instead of assigning colors to individual groups of children, she/he could call out colors and have the children sit down when you have correctly identified the color of the card.

COLORS — Lesson C-4

OBJECTIVE: To review Spanish names of colors.

MATERIALS: Pictures containing the colors to be reviewed. (Listed in lesson C-1)

PROCEDURE:
1. Hold up the pictures one at a time and have the children identify as many colors as they can.

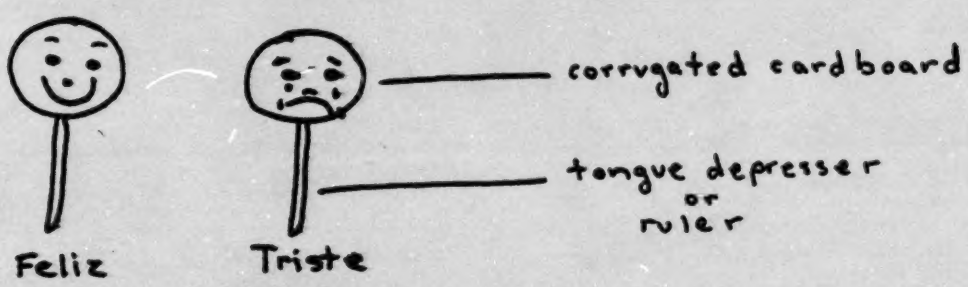
   Respond with "muy bien".

EMOTIONS — Lesson E-1

OBJECTIVE: To introduce the children to two emotions in Spanish. (triste & feliz)

MATERIALS: Two diagram faces : one happy(feliz) and one sad(triste)

PROCEDURE:
1. Hold up one of the diagrams and ask the children to guess which emotion the face is expressing. Repeat with other diagram.
2. Tell the children that in Spanish "happy" means "feliz" and "sad" means "triste". Practice the pronounciation of these words with the children.
3. Now test the children by holding up one of the faces and have them identify the emotion in Spanish.
4. After the children have learned the terms well, ask one child to come to the front of the room and act out one of the emotions "feliz" or "triste". Have the children guess which one it is. The child that guesses correctly gets to act out the next emotion.



EXPRESSIONS — Lesson Ex-1

OBJECTIVE: To teach the children the expression "Buenos Días".

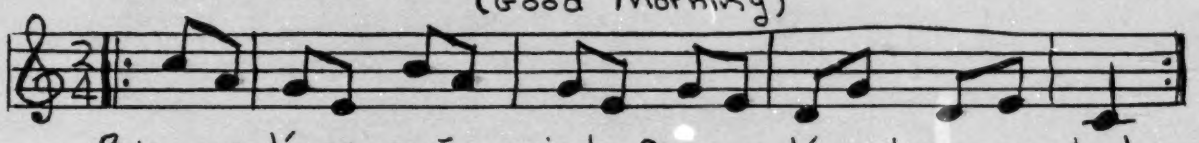
MATERIALS: Piano or tape recorded music to the song "Buenos Días".

PROCEDURE:
1. Teacher should greet the children in the morning with "buenos días" every morning so this expression will be used daily.
2. The song "Buenos Días can be sung in the morning by the children to give them additional exposure to spoken Spanish.

3. Read through the song for the children and have them repeat the words section by section. Explain to the children what each prase means in English.

4. Play the music for the song and encourage the children to sing the words.

5. When the children have learned the song well, have them sing it walking in a circle with joined hands.

BUENOS DÍAS
(Good Morning)

EXPRESSIONS

Lesson Ex-2

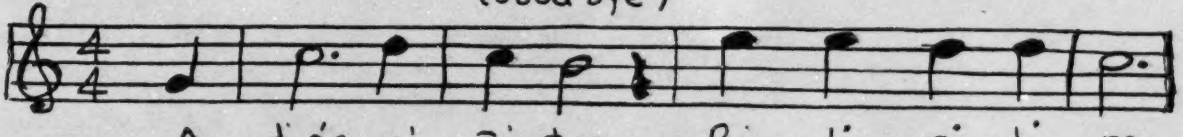
OBJECTIVE: To teach the children how to say "goodbye" in Spanish. (Adiós)

MATERIALS: Piano or tape recorded music to song "Adiós".

PROCEDURE:
1. "Adiós" should be used frequently when the children are leaving at the end of the day or even when leaving the room.
2. The children will soon catch on to what this means without being explicitly told. However, before teaching the children this song be sure that they know "adiós" means "goodbye".
3. Read through the words to the song for the children. Explain what each line means in English.
4. Practice singing the words with the music with the children.

NOTE: Song could be sung at the end of the day before the children go home.

ADIÓS
(Good bye)



FRUITS — Lesson F-1

OBJECTIVE: To introduce the Spanish names of some fruits to the children.

MATERIALS: Real pieces of fruit(preferred) or plastic fruit.

apple/manzana	raisin/pasa
pear/pera	strawberry/fresa
pineapple/piña	orange/naranja
grape/uva	banana/platano

PROCEDURE:

1. Hold up one piece of fruit at a time and ask the children to identify it in English.

   "Would you like to learn how Spanish children call these same fruits in Spanish?"

2. Now name off the fruits in Spanish having the children repeat the names as a group and individually. Pass the fruit around the group and have the children say the Spanish name as they hold the fruit.
3. After going over the names, hold up a piece of fruit and have the children try and name it in Spanish.
4. After correctly naming the fruit, let the child who named the fruit hold it. Have the children repeat the name as a group after each trial.
5. When all the fruit is out in the group, have the children try to get rid of it by naming the fruit again and giving it back to the teacher.

FRUITS — Lesson F-2

OBJECTIVE: To review the Spanish names of fruits.

MATERIALS: Real pieces of fruit (whole and enough sliced for snack), table area and napkins.

PROCEDURE:

1. Review the Spanish names of fruits by holding up one piece at a time and asking the children to identify it. Then pass it around the group having the children repeat the name as they hold it.
2. Now, as the children are saying the name of the fruit, let them taste some of it. This should help in their retention of the Spanish names.
3. Have the children help clean up the snack area.

FRUITS — Lesson F-3

OBJECTIVE: To review Spanish names of fruits.

MATERIALS: Pieces of real or plastic fruit, white drawing paper and crayons.

PROCEDURE:

1. Review names of fruits by holding up the fruit individually and asking the children to identify them in Spanish.
2. Divide the children into eight sections and assign each of the sections a piece of fruit to draw. Tell the children that there is to be a make-believe picnic and that everyone is in charge of bringing their assigned fruit.
3. While the children are working on their pictures, the teacher can walk around the room and work with individual children on the pronounciation of the fruit they are drawing.
4. When the children are through with their pictures, have them meet back as a group to discuss their pictures and further review the names in Spanish.

FAMILY MEMBERS — Lesson FM-1

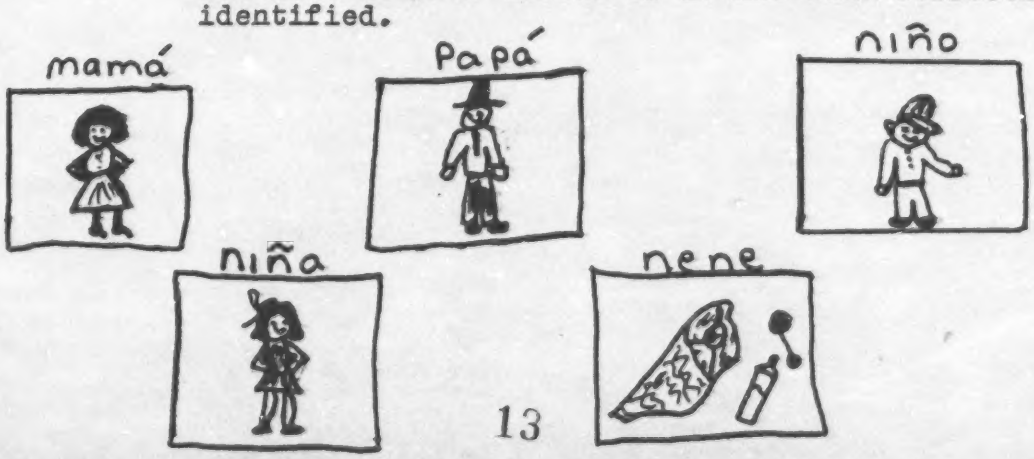
OBJECTIVE: To introduce the children to the Spanish names of people.

MATERIALS: Flash cards or pictures of: a mother, a father, a boy, a girl and a baby.

mamá/mother	niño/boy
papá/father	niña/girl
nene/baby	

PROCEDURE:

1. Hold up the pictured flash cards and ask the children to identify them in English. Be sure they use the labels of mother, father, boy, girl and baby.
2. Now, hold up the pictures and state the Spanish names. Have the children repeat the names as a group and individually.
3. Let different children choose which card to hold up and have him/her decide if it has been correctly identified.



FAMILY MEMBERS — Lesson FM-2

OBJECTIVE: To review Spanish names of family members.

MATERIALS: Flash cards or pictures used in lesson FM-1, white drawing paper and crayons.

PROCEDURE:

1. Hold up cards or pictures and have children identify the people using the Spanish names learned previously.
2. Now, ask the children to take the paper and crayons and draw a picture of the people in their family.
3. Help the children start their pictures by asking them who is in their family and asking them to close their eyes and imagine what they look like before begining to draw them.
4. While the children are drawing their pictures, walk around the room and have the children say the Spanish word for the person they are currently working on.
5. When they have finished their pictures, have the children sit in a circle and share their pictures with the rest of the class.

NUMBERS — Lesson N-1

OBJECTIVE: To introduce Spanish numbers 1-10 to the children.

MATERIALS: No materials needed.

PROCEDURE:

1. Secure the attention of the children and then count from one to ten in Spanish using your fingers. (uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez)
2. Ask the children to guess what it is you are doing.
3. Now repeat the process and have the children practice pronouncing the numbers individually and as a group.

NUMBERS — Lesson N-2

OBJECTIVE: To review Spanish numbers from one-to ten.

MATERIALS: Ten beans or pennies etc... for each child, one dixie cup per child.

PROCEDURE:

1. Practice counting from one to ten in Spanish with the children.
2. Give each child a dixie cup and ten beans or pennies.
3. Tell the children to count all of the objects in Spanish putting them in the cup as they are counting. (Do this as a group initially)

4. Now say a number in Spanish and have the children put that many objects into their cup. They are to be counting in Spanish until reaching the assigned number.

5. Repeat the activity several times using all of the numbers from one and ten.

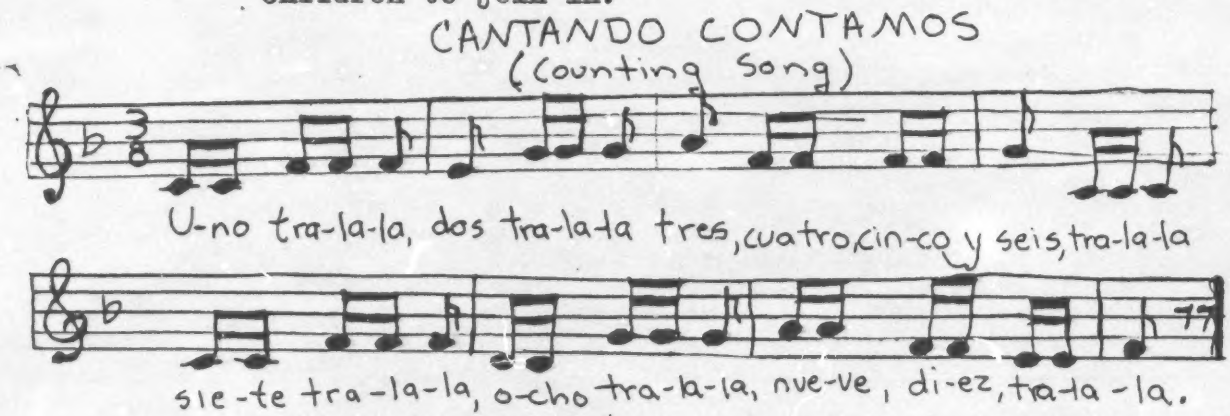
NUMBERS — Lesson N-3

OBJECTIVE: To review Spanish numbers between one and ten.

MATERIALS: Piano or tape recorded music for "Cantando Contamos". ("Counting Song")

PROCEDURE:

1. Review counting from one to ten in Spanish with the children.
2. Play through the song "Contando Contamos" for the children.
3. Sing through the song several times encouraging the children to join in.


CANTANDO CONTAMOS
(Counting Song)
U-no tra-la-la, dos tra-la-la tres, cuatro, cin-co y seis, tra-la-la
sie-te tra-la-la, o-cho tra-la-la, nue-ve, di-ez, tra-la-la.

NUMBERS — Lesson N-4

OBJECTIVE: To review Spanish numbers from one to ten.

MATERIALS: Piano or tape recorded music to "Diez Inditos"(Ten Little Indians)

PROCEDURE:

1. Review numbers by counting from one to ten in Spanish with the children.
2. Explain to the children what "inditos" are.
3. Read through the song with the children using your fingers to mark out the number. You may want to use ten indian finger puppets on your hands.
4. Now have the children sing the song using their

fingers in correspondence with the numbers in the song.

"Diez Inditos"

Uno, dos, tres inditos,
Cuatro, cinco, seis inditos,
Siete, ocho, nueve inditos,
Diez inditos son.

TORTILLAS — Lesson T-1a

OBJECTIVE: To acquaint the children to a Mexican food.

MATERIALS: Pictures of Mexican families eating or making tortillas, and a piano or tape recorded copy of the music of "Sabes tú hacer tortillas?"

PROCEDURE:

1. Show the pictures to the children and explain to them that tortillas are a food eaten often by Mexican families.

   Tortillas are thin pancakes made from corn flour. They are cooked on a hot griddle and can be used to wrap meat or beans in.

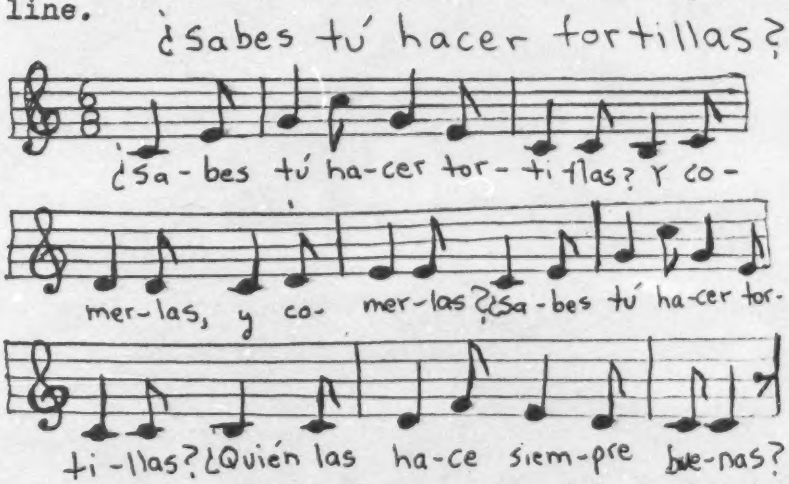
2. Ask the children if they would like to try some. Arrange a day when you can serve the children tacos made from soft tortilla shells and inform them of the time.

3. Explain to the children what the song "Sabes tú hacer tortillas?" means.

4. Read through the song, portion by portion, and have children repeat the words after you.

5. Play the music for the class and practice singing through the song together.

6. Have the children do motions to the song. For example, acting out eating tortillas during the second line and looking puzzeled during the last line.


¿Sabes tú hacer tortillas?
¿Sa-bes tú ha-cer tor-ti-llas? Y co-
mer-las, y co- mer-las? ¿Sa-bes tú ha-cer tor-
ti-llas? ¿Quién las ha-ce siem-pre bue-nas?

TORTILLAS — Lesson T-1b

OBJECTIVE: To allow the children to experience eating a Mexican food.

MATERIALS: Adult helpers, ingredients for soft shelled tacos, (Ground meat, shredded cheddar cheese, chopped tomatoes, shredded lettuce, taco seasoning for meat) amounts will depend on the number of servings needed. Use ready made tortillas to save time.

PROCEDURE:

1. Have the adult helpers set up a table with the tacos. The tacos should already be put together for the children and only made up special if the child refuses to eat one of the ingredients.
2. While the tacos are being set up, the children should practice the song "Sabes tú hacer tortillas?" from Lesson T-1a.
3. Play Mexican music during their taco snack if possible.

VARIATION: Teacher could plan a field trip to a Mexican restaurant to try various Mexican foods and allow them to hear Spanish spoken around them.

Another arrangement could be to have a Mexican family or someone familiar with the Mexican culture prepare a Mexican meal in his/her home for the children.

RECOMBINATION — Lesson R-1

OBJECTIVE: To enable children to combine the animate nouns learned with triste/feliz using the verb "está".

MATERIALS: Flash cards with pictures of family members(LessonFM-1) and the triste/feliz face diagrams from lesson E-1.

PROCEDURE:

1. Review the names of the family members by holding up the cards and having the children call out the names in Spanish.
2. Review the emotions triste and feliz by letting the children identify the emotions portrayed by the diagram faces.
3. Using the simple language device at the end of the lesson, model the construction by holding up the family flash cards and asking "¿Como está _____?"

   Next hold up one of the diagram faces and answer the question appropriately in the form: "__ _____ está triste or feliz".
4. Have the children repeat the example as you hold up the cards again.

5. Ask the children to guess what they had said. Make sure they understand correctly.
6. Practice using all of the constructions until the children have mastered the sequence.
7. When able, allow the children to take turns asking "¿Como esta _____?" using the cards as you had modeled.

Simple Language Device

A	B	C	D
El La	mamá papá niño niña nene	está	triste feliz

NOTE: You also wish to include the animals in this construction.

RECOMBINATION

Lesson R-2

OBJECTIVE: To teach the children how to combine the animate nouns learned with the fruits learned using the verb "come".

MATERIALS: Flash cards of the animals used in lesson A-1, flash cards used in lesson Fm-1 of the family members and the fruits used in lesson F-1.

PROCEDURE:
1. Review the Spanish names of the animals, family members and fruits by holding up the cards and having the children identify them in Spanish.
2. Using the simple language divice at the end of the lesson, model the construction by holding up a flash card of an animal or a person and asking, "¿Qué come _____?". Pantomime the act of eating as you ask this.
3. Now hold up a piece of fruit and answer appropriately using this form: " El oso come la manzana."

4. Have the children repeat both the question and the answer for each construction.
5. Ask the children to guess what it is they had said. Make sure they understand correctly.
6. After the children have mastered the construction, allow them to take turns choosing the elements for the next sentence.

Simple Language Device

A	B	C	D	E
El La	perrito gatito vaca cerdo oso león tigre mamá papá niño niña nene	come	el la	manzana pera piña uva pasa fresa naranja plátano

The above lessons will provide the preschool teacher with a base upon which the start a foreign language program. This program can be extended indefinitely by developing additional lessons as desired.

The importance of maintaining the children's interest in spoken Spanish can not be over emphasized. Therefore, all attempts to speak Spanish should be reinforced.

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